

**INDIAN EDUCATION FOR ALL
GRADE SEVEN/EIGHT MODEL LESSONS
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**Model Lessons are aligned with the Seven Essential
Understandings Regarding Montana Indians and
the Montana Social Studies Standards**

MODEL LESSONS

- Topic 1 Applying all the Steps in an Inquiry Process When Looking For Information (SS1,4,6)**
- Topic 2 Evaluating Information Quality: Primary, Secondary Sources, Point of View, Embedded Values of Authors (SS1,4.6)**
- Topic 3 Interpreting and Applying Information To Support Conclusions and Solve Problems in the Real World [i.e., Tribal Elections, Conflict Resolution] (SS1,4.6)**
- Topic 4 Explaining Factors Causing Conflict and Cooperation Among Groups [i.e., Discrimination, Interactions, Stereotype Origins, Trade, Treaties] (SS2,5.6)**
- Topic 5 Purposes of Government [i.e., Comparing Historical and Contemporary Purposes, and including MT tribes](SS2)**
- Topic 6 Leaders of Government: U. S., State, Tribal.(SS2)**
- Topic 7 Tribal Sovereignty: Relationship to Local, State, Federal governments (SS2,6)**
- Topic 8 Principles of Democracy, Including Treaties and Sovereignty Issues (SS2,5,6)**
- Topic 9 Laws and Policies Concerning Technological Advancements And Their Effects (i.e., Modern Weapons, Allotments, Land Disputes, Mining, Oil/Coal, Ranching, Water) (SS2,3,5,6)**
- Topic 10 Analyzing Features of MT Indian Reservations and Points of Historic Significance (SS3,6)**

Topics, Continued

- Topic 11 Analyzing Diverse Land Use, Explaining Historical And Contemporary Effects On Environment As These Relate To Montana and MT Indians (i.e., Grazing, Agriculture, Refuges, Recreation, Conservation of Natural Resources)(SS3,5)**
- Topic 12 Movement Patterns Leading To Interdependence And/Or Conflict (i.e., Disease, Buffalo Migration, Loss of Land) (SS3)**
- Topic 13 Short-Term Physical Changes (Floods, Droughts, Snow Storms) VS Long-Term Physical Changes (i.e., Erosion, Glaciation, Seasonal Nomadic Routes, Traditional Grazing Lands Which Are Lost to Farming) (SS3,5)**
- Topic 14 Changes Caused By Human Beings (At The Local Level) (i.e., Hunting & Fishing Rights, Highways, Dams, Mining, Casinos) and Their Effects On Communities And the Environment. (SS3,5)**
- Topic 15 History Can Be Organized And Analyzed In Different Ways: Chronologies, Geographies, Cause/Effect, Issues, Migrations, Oral History. (SS4,5)**
- Topic 16 Contributions and Discoveries of Indian People**
- Topics 17- 24 Significant Events and People in Major Eras, From American Indian Points of View: Colonization Era, Treaty Period, Allotment Period, Boarding School Period, Tribal Reorganization, Termination, Self-Determination. (SS4,5)**
- Topic 25 Major Issues Affecting MT Indian Culture, History, Current Status (Local Level) (SS4,5)**
- Topic 26 Events May Be Interpreted Differently, Because Of Point Of View [i.e., Battle of the Little Big Horn, Gender Point of View, Indigenous View] (SS4,5)**
- Topic 27 Tribal Membership Requirements, Tribal Identity, (i.e., Blood Quantum, Lineages, Personal Identity) (SS6)**

Topics, Continued

- Topic 28 Tribal Hierarchies: Status, Social Class, Councils, Elders, Bands, Clans, Family (SS6)**
- Topic 29 Unique Characteristics of MT Tribes and Other Cultural Groups in Montana (SS6)**
- Topic 30 Human Expression Contributes to the Transmission of Montana Indian Cultures (i.e., Oral Histories, Traditional Bead and Quill Work, Symbols, Colors, Rendezvous, Gatherings, Medicine Wheel) (SS6)**

Glossary of Terms For Educators